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ABSTRACT

The Adapted Computer Studies Program for the Disabled at Grossmont College was developed with the following objectives: (1) to provide the disabled students with essential computer skills and a support system enabling them to mainstream into the regular college classroom; (2) to provide the students with a tool that will enable them to transfer to a four-year institution or obtain employment in a computer-related field; (3) to help organizations evaluate a disabled student's potential in a computer-related field; and (4) to provide instructional staff with a supportive environment for involved mainstreamed disabled students. The program involves a four-semester plan in which each student's course of study is individualized. By the fourth week of each semester, the instructor will develop with each student an Individualized Education Plan (IEP). First-semester students begin with activities using the computer tutorial disk, keyboarding skills software, word processing tutorial, and exercises and posturing at the computer. During the second, third, and fourth semesters, students have course options in computer programming, computer graphics, business applications, and study skills. Fourth-semester students may also participate in an in-class tutor training program. Computer hardware and software used by the program is listed. Program coordinator and instructional aide job descriptions and a program 5-year plan are also included. (WJT)

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ADAPTED COMPUTER STUDIES

by Jacqualine Couch
October 18, 1988

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A GROSSMONT COMMUNITY COLLEGE PROGRAM

JC900341

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ADAPTED COMPUTER STUDIES
A PROGRAM
OF
GROSSMONT COLLEGE

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**Forms
--Initial Student Survey
--IEP
--Instructional Aide Application
--Weekly Aide Report
--Adaptive Equipment Checkout
--Software Checkout
--Final Student Evaluation
--Program Change Form
--Software/Hardware Request

**Sample Forms are available from the Program Coordinator or Special Services.

ADAPTED COMPUTER STUDIES FOR DISABLED STUDENTS

A PROGRAM OF GROSSMONT COLLEGE

BACKGROUND PAPER

The CSIS Adapted Computer Studies for the Disabled is a program offered through the joint efforts of the CSIS department and Special Services. The program operated for three semesters as Special Topics classes. Today, the program is run as a recognized sub-program of the CSIS department with a schedule of formal classes. The program is currently in its third year of existence.

Currently the program has evolved into a course of study with four optional study paths for the disabled student to pursue: Study Skills, Programming Languages, Computer Art, and Business Applications.

The primary objectives of this program are:

1) to provide the disabled students with essential computer skills and a support system that will enable them to mainstream into the regular college classroom,

2) to provide the disabled students with a tool that will enable them to either transfer to a four-year institution or to obtain employment in a computer-related field,

3) to provide the Department of Rehabilitation and other such organizations with a setting where a disabled student's potential in a computer-related field can be evaluated, and

4) to provide instructional staff with a supportive environment for involved mainstreamed disabled students.

It is through the dedicated efforts of several individuals that our program has already established a statewide reputation. In San Diego County, we are recognized as having a leading program of its type.

ADAPTED COMPUTER STUDIES
A PROGRAM
OF
GROSSMONT COLLEGE

PARTICIPANTS

Who is Eligible

The program is open to any Grossmont College student who has a verifiable disablity. Verification is established through Special Services.

When are Classes Offered

Classes are offered regularly each semester and are listed in the regular class schedule under the CSIS department class listings. These classes have a maximum enrollment limit of twenty students and are filled on a first-come basis. This smaller class size allows each student to have access to a computer and more personalized computer instruction. Under special circumstances, special eight-week classes are offered during the second half of the semester.

How to Enroll

Normal college enrollment procedures are followed. The student must be officially registered in Grossmont College. Taking advantage of mail-in registration is advised. Special Services can assist with this process.

What does the Class Cover

Each student works on an individualized course of study. The program coordinator and course instructor work closely with the student, Special Services, and any concerned agencies in developing a course of study that best meets the individual student's needs and abilities.

Persons to contact for more Information

Program coordinator: Jacki Couch
465-1700 extension 567

Special Services: Toni Mueller/Mimi Lee
465-1700 extension 112

PARTICIPANT PROFILE

Spring '87--Two sessions offered
customized emphasis

CSIS 90 -- 26 students
CSIS 91 -- 11 students
CSIS 92 -- 3 students
CSIS 93 -- 4 students

2 students evaluated for Department of Rehab
4 students mainstreamed in other CSIS courses
1 high school student (special agreement)
over 50% of students mainstreamed in college courses

14 students + 2 aides wheelchairs
16 learning disabled
4 students with vision disabilities

8 aides
2 paid aides (1 of aides worked solely with a blind student)
5 aides working through CSIS 199 special studies
1 volunteer

Fall '86--One session offered
customized emphasis

CSIS 90 -- 17 students
CSIS 91 -- 3 students
CSIS 92 -- 4 students

1 student evaluated for Department of Rehab
1 high school student (special agreement)
3 students mainstreamed into college courses

Spring '86--One session offered
Wordstar emphasis

CSIS 90 -- 16 students
CSIS 91 -- 4 students

Fall '85--One session offered
Wordstar emphasis

CSIS 90 -- 20 students

Prior to Fall '85 students worked under CSIS 199 Independent Study.

STRUCTURE

Currently the program encompasses a four-semester plan. While each student's course of study is individualized, the following semester plans are used as models.

CSIS 90--Adaptive Computer Studies I

First semester students will start the semester with the following activities:

1) Fill out an Initial Student Survey
2) Introduction to the computer tutorial disk
3) Keyboarding skills software
4) Word processing tutorial disk
*5) Exercises and posturing at the computer

Generally, during the third or fourth week of the semester, the instructor will consult and develop with each student an Individual Educational Plan (IEP). The IEP can only be amended after the student has been involved with the original plan for a minimum of three weeks. (A copy of the IEP will be filed by the instructor with the program coordinator.)

The program currently has four areas of emphasis:

1) Computer Programming
   Tutorials in problem solving/analytical reasoning
   Tutorials in Logo
   Tutorials in BASIC

2) Computer Graphics
   Tutorials in BASIC graphics
   Tutorials in graphics packages
   Exposure to a graphics package

3) Business Applications
   Exposure to a word processing package
   Tutorials in spreadsheet software
   Tutorials in database software
   Tutorials in accounting software
   Tutorials in integrated software

4) Study Skills---->memory retention & problem solving
   Educational Games
   Print Shop/Newsroom
   Tutorials in problem solving/analytical reasoning
   Tutorials in Logo
   Basic grammar software
   Basic math software

CSIS 91--Adaptive Computer Studies II

All second semester students will start the semester with the following activities:

1) Fill out an Initial Student Survey
2) Review of computer operations
3) A brief exposure to the fundamentals of using modems
*4) Exercises and posturing at the computer

Generally, by the third or fourth week of the semester, the instructor will consult and develop with each student an IEP. This course plan can only be amended after the student has been involved with it for a minimum of three weeks. (A copy of the IEP will be filed by the instructor with the program coordinator.) The students, if practicable, should be selecting a final course option to pursue during their remaining semesters in the program.

Course Options--second semester

1) Computer programming
   - Review of language and problem solving tutorials
   - Programming in Logo
   - Programming in BASIC

2) Computer Graphics
   - Review of tutorials if required
   - Use of graphics package
   - Introduction to business graphics
   - Logo tutorial

3) Business Applications
   - Review of tutorials if required
   - Exposure to integrated software
   - Exposure to word processing software

4) Study Skills
   - Review of tutorials if required
   - Use of construction software
   - Use of logic software

During the semester, students who are in their second semester of an option or those who in the instructor's opinion could benefit from the experience, should petition to spend a minimum of one week as a guest student mainstreamed into a CSIS or business course that coincides with the student's course of study. The concept of bridging into these classes should be discussed individually with these students.

(Bridging is the enrollment in a regular CSIS or computerized business course with co-enrollment in the Adaptive program.)

CSIS 92--Adaptive Computer Studies III

Third semester students will start the semester with the following activities:

1) Fill out an Initial Student Survey
2) Review of computer operations if required
3) A comprehensive exposure to the fundamentals of using modems
*4) Exercises and posturing at the computer

Generally, by the third or fourth week of the semester, the instructor will consult and develop with each student an IEP. This course plan can only be amended after the student has been involved with it for a minimum of three weeks. (A copy of the IEP will be filed by the instructor with the program coordinator.)

Course Options

1) Computer Programming
   - General review if required
   - Review of simple programming techniques
   - Study of documentation requirements
   - Simple programming in BASIC
   - Tutorials in Pascal

2) Computer Graphics
   - General review if required
   - Development of assigned graphics projects
   - Tutorials in animation and sound

3) Business Applications
   - General review if required
   - Exposure to spreadsheet software
   - Assigned projects in word processing, spreadsheets, and business graphics

4) Study Skills
   - Review of tutorials if required
   - Use of logic software
   - Assigned projects in selected software

Third semester students should anticipate bridging into mainstreamed courses in the upcoming semester. There, of course, will be exceptions to this expectation. Interested students should petition to take part in the trial briding program.

In addition, third semester Adaptive Program students are encouraged to apply as tutors for the fourth semester. A short period toward the end of their third and at the beginning of their fourth semester will be devoted to Tutor Training.

CSIS 93--Adaptive Computer Studies IV

The fourth semester students will start the semester with the following activities:

1) Fill out an Initial Student Survey
2) Brief review of modem operations if required
3) Review of bridging techniques if required
*4) Exercises and posturing at the computer

Generally, by the third or fourth week of the semester, the instructor will consult and develop with each student an IEP. This course plan can only be amended after the student has been involved with it for a minimum of three weeks. (A copy of the IEP will be filed by the instructor with the program coordinator.)

Course Options

1) Computer programming
   General review if required
   Work reflective of a CSIS 109/110 course
      programming in either Pascal or BASIC
   Exposure to the IBM 4361
   Assigned project using a modem

2) Computer graphics
   General review if required
   Work reflective of a CSIS computer graphics class
   Assigned project using a modem

3) Business applications
   General review if required
   Assigned projects in database and integrated software
   Assigned project using a modem

4) Study Skills
   Review of tutorials if required
   Work reflective of a corresponding college course using
      selected software

5) Tutor Training
   Brief in-class training for student tutors

Fourth semester students who have participated in the in-class tutor training are encouraged to apply as tutors for the upcoming semester.

ADAPTIVE EQUIPMENT

The program's philosophy is to introduce the student to the computer using as little adaptive equipment as possible. The purpose is to give the student as flexible a skill as possible without reliance upon expensive adaptations.

However, in instances where adaptive equipment is required, the student must enroll in a special short-term adaptive-equipment studies course to gain expertise in using the adaptive equipment. These courses are set-up under the direction of the program coordinator and vary in length from four to eight weeks.

Depending upon the adaptive equipment requirements and the severity of the student's disability, this special adaptive-equipment studies course may be either a prerequisite or a corequisite to the regular adaptive computer program.

PROGRAM HARDWARE

APPLE

- Apple II-E's
  - monochrome monitor
  - color monitor
- Echo speech synthesizer
- Voice Connection
- MacIntosh with 30M Easy Drive

IBM

- IBM XT with color monitor
- Vocalink

GENERAL

- U.S. Robotics Modems
- Printers
  - ImageWriter
  - IBM printer
  - Epson printer
- Omni-reader
- Large screen monitor
- Dec-talk
- Closed circuit enlarger reader

PROGRAM SOFTWARE

APPLE-II

- The Other Side
- Newsroom
- ClipArt for Newsroom
- Music Construction Set
- Adventure Master
- Think Tank
- Grammar Examiner
- Robot Odyssey
- The Information Connection
- The Works
- SAT Review
- Where in the World is Carmen San Diego?
- Sensible Speller
- Logowriter (home license)

MacIntosh

- MacPublisher
- MacWrite
- MacDraw

IBM

Filch
MindReader
PC Write (Shareware)
Logowriter (home license)
PC Lens
SoftTools '84
SoftTools '85
SoftTools '86

CSIS ADAPTIVE COMPUTER STUDIES PROGRAM COORDINATOR
JOB DESCRIPTION

1. Operate under the direction of the CSIS Coordinator.

2. Communicate with Division Dean, CSIS Coordinator, Special Services, instructors, Lab Manager, and other personnel, on topics related to the CSIS Adaptive Computer Studies Program.

3. Attend, report, and implement ideas gained from attending area meetings and conferences.

4. Research and determine priorities on available grants for the disabled. Make assignments as required to prepare grants.

5. Gather equipment/software suggestions from staff and other sources and meet with staff to prioritize requests. All proposals for equipment/software must be formally presented with justification, suggested vendor, approximate cost, and so on.

6. Work with Student Services and CSIS to determine budget capabilities.

7. Other duties as assigned pertaining to handicapped services.

8. Establish long range plan concerning instructional facilities and needs for the adaptive program to better insure student success.

9. Establish a library of vendors.

10. Set up advisory committee.

11. Work with outside agencies in establishing and evaluating student participation in the program.

12. Advise students within the program.

13. Provide adaptive-equipment training not provided in the classroom.

14. Oversee instructional program aides.

15. Maintain centralized records on all program participants.

16. Create an atmosphere of public awareness of the program.

INSTRUCTIONAL AIDES

Because of the individualized nature of the program, the instructional aides are a vital aspect of the classes. The program utilizes three types of aides:

PAID AIDES These aides are hired and paid by Special Services. The rate of pay is $4.00 per hour.

STUDENT AIDES Students enrolled in CSIS 199 SPECIAL STUDIES ADAPTIVE INSTRUCTIONAL AIDES are listed as the student aides in the Adaptive Program.

VOLUNTEER AIDES Individuals who are neither paid nor receiving college credit are ranked as volunteer aides.

The individual aide is assigned to a specific session of the program. Within this session, the aide is assigned a group of students. It is the responsibility of the aide to assist his/her group of students during the regular class meetings, to submit both a weekly and a final evaluation of his/her students, and to consult regularly with the session instructor on the progress of his/her students.

All prospective aides must fill out an application and file it with either the class instructor or the program coordinator. A limited amount of computer experience is a requirement. Attempts are made to assign students who are studying software which falls within the aide's area of expertise.

BRIDGING

The Adaptive Computer Studies Program is designed to provide bridging, the concurrent enrollment in mainstreamed college course work and the adaptive program. Students' individualized education plans (IEPs) for the class provide for customizing the use of a personal computer to enhance their success in mainstreamed course work.

CSIS ADAPTIVE COMPUTER PROGRAM FIVE-YEAR PLAN

The program is currently operating under a five-year plan. The items marked with an asterisk have been either accomplished or are in progress.

STAFF DEVELOPMENT

*GOAL: All involved instructors will be knowledgeable in the special techniques and forms required in teaching the Adaptive classes.

METHOD: Provide inservice-workshops during staff development.

*GOAL: Establish open communication between all members of the program.

METHOD: Provide periodic newsletters and meetings.

*GOAL: Provide adequate tutoring assistance for students.

METHOD: Provide inservice training for tutors.
Encourage former adaptive students to train as tutors.

GOAL: Hire a full-time instructor for the program.

METHOD: Build program to justify instructor.

COMPUTER HARDWARE

*GOAL: Obtain specialized equipment to meet the needs of the adaptive students.

METHOD: Seek budget funds and grant monies to provide equipment.

GOAL: Create a bulletin board to be used in part by disabled students.

METHOD: Study existing local bulletin boards.
Seek grants to establish bulletin board.

*GOAL: Get existing hardware in working order for normal classroom use.

METHOD: Have equipment in regular classroom accessable to aides, instructors, and students for practice and training.

GOAL: To establish specialized hardware in one location.

METHOD: Assign a hands-on classroom for the adaptive equipment.

SOFTWARE

GOAL: Provide students with adequate tutorial and utility software.

METHOD: Utilize as many college owned software packages as practical into the program.
Seek funding sources for new software acquistion.
Develop software in advance CSIS classes.
Locate and utilize public domain and shareware software.

SCHEDULING

GOAL: Increase the meeting times per week from two to three hours.

METHOD: Justify in the curriculum write-up.

CURRICULUM

GOAL: Establish formal standards for each adaptive class.

METHOD: Develop a faculty handbook for program instructors.

GOAL: Formalize and put in place a two segment multi-level adaptive program.

METHOD: Cultivate contacts with other programs.

ADVISORY COMMITTEE INVOLVEMENT

GOAL: Establish communication format whereby advisory committee members can easily communicate ideas or concerns about the program.

METHOD: Send newsletters to advisory members.
Have at least two advisory meetings per year.
Provide committee members with an agenda prior to all meetings.

STUDENT INVOLVEMENT & EVALUATIONS

GOAL: Establish a formal method for student feedback.

METHOD: A program-developed survey form.

*GOAL: Establish a common file of all students in the program.

METHOD: Instructors provide IEPs and final evaluations to the program coordinator.

PLAN FOR 1985-1986

*Analyze adaptive-student population and project special equipment and software requirements on a priority basis.

Set-up advisory committee.

Establish newsletter.

Establish a formal method of student evaluation of the program.

*Develop a multi-level adaptive curriculum for submission to the curriculum committee.

*Centralize program student records.

Consolidate all special equipment into a common classroom. (The room must have adequate outside open lab hours.)

*Acquire needed hardware and special purpose software as funds are found.

PLAN FOR 1986-1987

*Formalize special instructional workshops and tutorial training.

Establish student bulletin board.

Hold periodic workshops on the use of special equipment.

*Develop booklet of formal standards for the adaptive program.

*Develop advanced adaptive student involvement in the tutoring portion of the program.

Start in-house (advanced-classes option) development of adaptive software.

*Purchase special hardware and software.

PLAN FOR 1987-1988

Formal program and equipment evaluation and review.

Hire instructor.

Have complete program in place.

Create promotional brochures for the program.

*Purchase special hardware and software.

PLAN FOR 1988-1989

Provide program and equipment evaluation and review.

Purchase special hardware and software.

Sponser a disabled computer fair.

PLAN FOR 1989-1990

Provide program and equipment evaluation and review.

Purchase special hardware and software.

NEW PROGRAM FEATURES

The Adaptive Computer Studies Program is continuously reviewing and updating program features in response to the disabled population's requests and needs. Some recent additions to the program are:

The program works with the State Department of Rehabilitation and private Rehabilitation in providing equipment and/or computer career evaluation for their disabled clients. Equipment evaluation entails a meeting of the program coordinator, the rehabilitation counselor, and the disabled individual. Adaptive equipment alternatives are discussed and, if possible, demonstrated. The most practical and economical solutions are pointed out. The computer studies evaluation consists of a personalized course of study which will test the individual's potential for success in a given computer career. At the conclusion of the studies, a formal report is filed with the respective rehabilitation counselor.

Commencing in the Fall semester of 1987, formal workshops will be held for all instructional aides. These workshops will introduce the aides to the software, adaptive equipment, and general classroom techniques and forms.

Also available in late 1987 will be videotape instructions on how to use the voice synthesizer, Vocalink.

INSTRUCTIONAL METHODS

Since the program's conception, two distinctive instructional methods have been employed, each with varying degrees of success. The first method focused primarily on WordStar forcing the majority of students to concentrate on a word processing track. Using this method allowed the instructor to give group lectures but denied the true implementation of individual courses of study. In addition, a large percentage of students were interested in only a rudimentary background in word processing and a more indepth study into other types of software.

The second method followed a completely individualized approach which more adequately met the needs of the largest percentage of students. Under this approach, as each student is working at his/her own pace on different softwares, a group lecture was not practical. Each student was assigned to a particular instructional aide. And the instructor and the aide worked together in providing the preliminary necessary knowledge for the student to operate the chosen software. Because of the number of students involved in the classes, this method did not meet the needs of the student interested in a more structured, detailed study of a software.

It would seem that the most ideal instructional method is a combination of the two methods previously utilized. Each student would be placed in a group studying similar softwares. The instructor would provide mini-lectures to this group on a scheduled basis. The assigned instructional aide would supply supportive backup to these lectures. In addition, these lectures should be recapped in student handouts. This method should continue to allow each student to travel at his/her own pace while providing the overall structure to enable those students who choose to examine a software in more depth.

ADAPTED COMPUTER STUDIES

STUDENT SAMPLES

20

April 6, 1987

[redacted]
El Cajon, Ca. 92019

El Cajon City Council
c/o City Clerk
200 East Main Street
El Cajon, Ca. 92020

Dear Council Member,

I am unable to attend tonights meeting regarding the proposed "Shadow Park" development project. However there are several concerns I have about this project and I would like to make them known to you.

The biggest concern I have is the possibility of being annexed into the city of El Cajon. I have nothing against the city but we purchased our home deliberatly outside of any city limits. We do not wish to live under the more restrictive laws regarding livestock, horses, dogs, poultry ect. There are many other reasons in addition why we wish to remain outside of the city limits.

Let me preface the second concern first by making it clear that we are not opposed to responsible growth.

My wife and I feel that any housing project in the described area should be required to meet the current zoning restrictions of at least 1 acre of land per residence. We also feel that anything less then this will be detrimental to the existing atmosphere of our existing neighborhood.

Let me again state that we are not opposed to growth. In fact we now contribute to the street widening fund for Greenfield Dr. at the corner of Maddison and Greenfield Dr.. BUT, WE DO NOT WISH TO BE ANNEXED INTO THE CITY AND FEEL IF THE CURRENT ZONING IS CHANGED THAT WOULD BE THE FIRST STEP TOWARDS ANNEXATION.

This project must also consider the impact it would have on the already crowded Maddison Ave.

Sincerely,

[redacted]

LOANS WORKSHEET

LEXINGTON

MAR 10 1987

LOAN NO. 1 100000 10 0

	UNPAID BALANCE	EQUITY BUILD	YEARLY INTR..	YEARLY PYMTS.
YEAR NO. 1	94495	5504	11703	17208
YEAR NO. 2	88313	6181	11098	17280
YEAR NO. 3	81406	6906	10481	17388
YEAR NO. 4	73651	7754	9741	17496
YEAR NO. 5	64985	8665	9070	17736

LOAN NO. 2 100000 30 12

	UNPAID BALANCE	EQUITY BUILD	YEARLY INTR..	YEARLY PYMTS.
YEAR NO. 1	99644	355	11980	12336
YEAR NO. 2	99243	400	11935	12336
YEAR NO. 3	98791	451	11884	12336
YEAR NO. 4	98282	508	11827	12336
YEAR NO. 5	97708	573	11762	12336

LOAN NO. 3 50000 30 12

	UNPAID BALANCE	EQUITY BUILD	YEARLY INTR..	YEARLY PYMTS.
YEAR NO. 1	98282	0	11794	11794
YEAR NO. 2	98282	0	11794	11794
YEAR NO. 3	98282	0	11794	11794
YEAR NO. 4	98282	0	11794	11794
YEAR NO. 5	98282	0	11794	11794

SUMMARY

	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5
UNPAID BALANCE	292421	285838	278479	270215	260975
EQUITY BUILD	5859	6581	7357	8262	9238
YEARLY INTEREST	35477	34827	34159	33362	32626
YEARLY PAYMENTS	41338	41410	41518	41626	41866

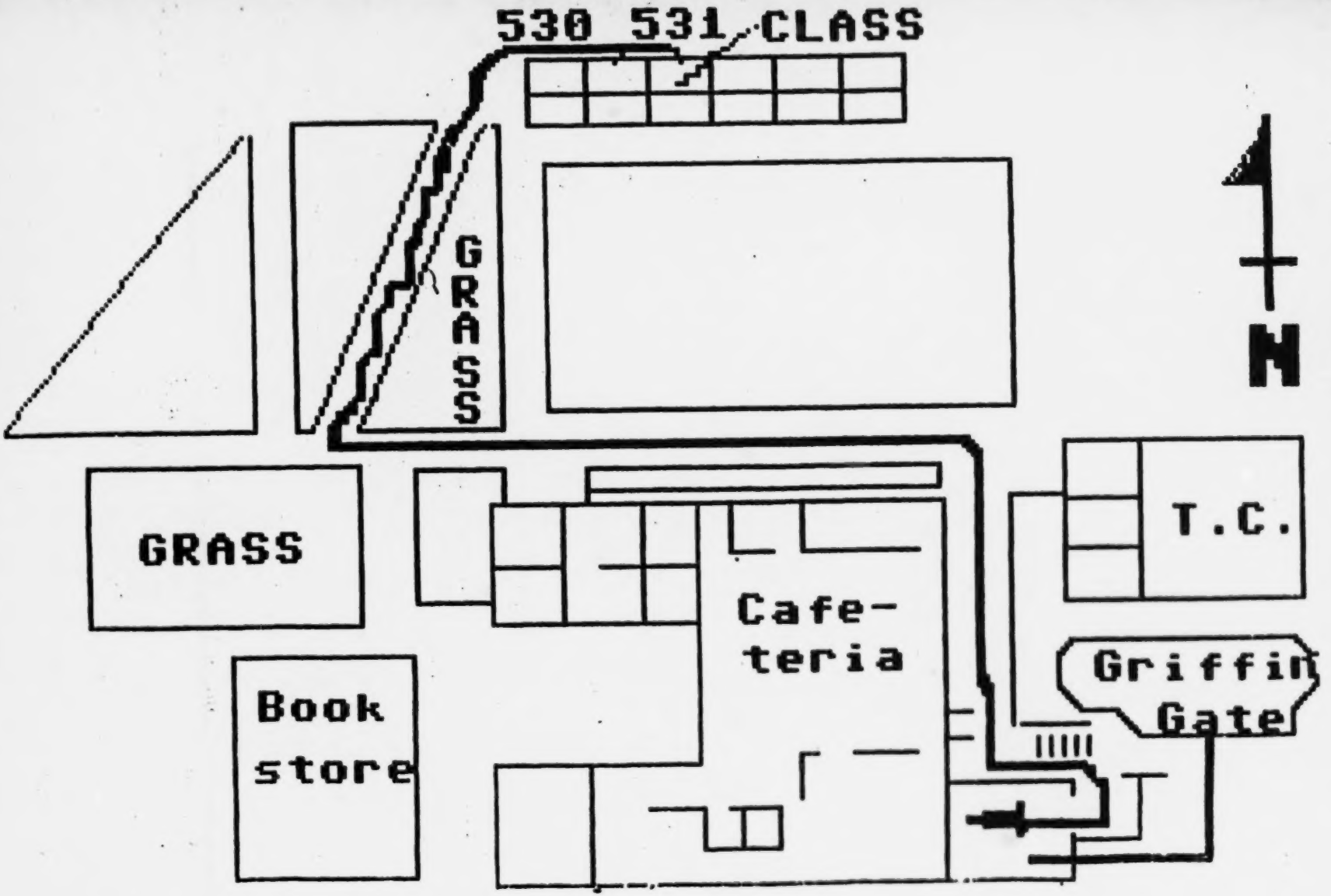
RE.FIVE REAL ESTATE ANALYSIS PROGRAM

FIVE YEAR PROJECTION

LOCATION : LEXINGTON MAR 10 1987

1	SELLING PRICE	175000				
2	- DOWN PYM @ 26.1 %	45600				
3	TOTAL LOANS	129400				
*	PROPERTY VALUE	193500	197370	201317	205344	209451
*	EQUITY	64570	83969	103512	123211	143075
*	BALANCE, ALL LOANS	128930	128401	127805	127133	126376
4	GR.SCHED.INCOME	19500	19500	19500	19500	19500
5	- LIC/CR. @ 2%	390	398	406	414	422
7	- OP.EXP. @ 21.7%	4232	4316	4402	4491	4580
9	NET OP. INCOME	14879	15176	15480	15789	16105
10	- INTEREST	15502	15443	15376	15300	15215
11	- DEPRECIATION	4166	4166	4166	4166	4166
12	TAXABLE INCOME	-4790	-4433	-4062	-3677	-3276
13	NET OP. INCOME	14879	15176	15480	15789	16105
14	- PAYMENTS	15972	15972	15972	15972	15972
15	GR.SPENDABLE INC.	-1094	-796	-492	-183	133
16	- INCOME TAX	-1341	-1241	-1137	-1030	-917
17	- CAP.IMPROV.	0	0	0	0	0
18	NET SPENDABLE INC.	248	445	645	847	1050
19	CASH-ON-CASH RETN	0.00	0.00	1.01	1.01	2.02
20	GR.SPENDABLE INC.	-1094	-796	-492	-183	133
21	+ EQUITY BUILD	128930	128401	127805	127133	126376
22	+ APPREC. @ 2%	3500	3870	3947	4026	4107
23	+ EQUITY JUMP	15000	0	0	0	0
24	+ TAXES SAVED	1341	1241	1137	1030	917
25	TOTL. ANTIC. RETN	19218	4844	5188	5545	5914
26	ANTIC.RATE OF RETN	42.42	10.10	11.11	12.12	12.12

MEMO:


530 531 CLASS
GRASS
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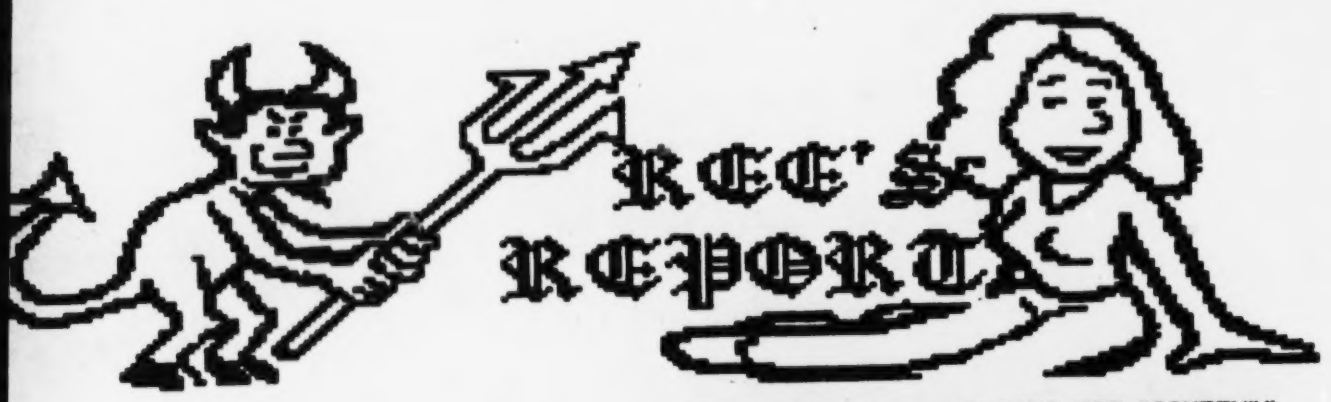
GRASS
T.C.
Cafe-
teria
Griffin
Gate
Book
store

[redacted]

CASH DISBURSMENTS JOURNAL
Jan. 1, 1986 - Dec. 31, 1986

EXPENSES Ck# 1427-1486	CHECK AMOUNT	1st TRUST DEED	2nd TRUST DEED
#1427 Hover	$573.88		
#1428 Tam's Stationary	$7.95		
#1429 G. Marlan Enns	$600.00		
#1430 Hamblin	$300.00	$300.00	
#1431 Home savings	$225.00		
#1432 Bank of America	$671.76		$671.76
#1433 Hover	$573.88		
#1434 A.F.U. (asphalt)	$725.00		
#1435 G. Marlan Enns	$600.00		
#1436 Hamblin	$300.00	$300.00	
#1437 Bank of America	$671.76		$671.76
#1438 Home Savings	$225.00		
#1439 Hover	$573.88		
#1440 G. Marlan Enns	$600.00		
#1441 Bank of America	$671.76		$671.76
#1442 Home Savings	$175.00		
#1443 Hamblin	$300.00	$300.00	
#1444 James E. Jones	$1,260.36		
#1445 Hover	$573.88		
#1446 G. Marlan Enns	$600.00		
#1447 Gary Steele	$100.00		
#1448 Bank of America	$671.76		$671.76
#1449 Hamblin	$300.00	$300.00	
#1450 Home Savings	$175.00		
#1451 Gary Steele	$100.00		
#1452 G. Marlan Enns	$600.00		
#1453 American Asphalt	$95.00		
#1454 John Rohlf	$573.88		
#1455 Bank of America	$671.76		$671.76
#1456 Home Savings	$175.00		
#1457 Hamblin	$300.00	$300.00	
#1458 Bradley L. Thompson	$34.00		
#1459 G. Marlan Enns	$600.00		
#1460 Hamblin	$300.00	$300.00	
#1461 Bank of America	$671.76		$671.76
#1462 Home Savings	$225.00		
#1463 John Rohlf (loan Bal)	$1,700.00		
#1464 Bank of America	$671.76		$671.76
#1465 Hamblin	$300.00	$300.00	
#1466 Larry Kaufman	$70.00		
#1467 Hamblin	$300.00	$300.00	
#1468 Bank of America	$671.76		$671.76
#1469 John Rohlf	$1,500.00		
#1470 Bradley L. Thompson	$42.50		

#1471	S.D. County Sheriff	$49.50		
#1472	VOID	$0.00		
#1473	Bank of America	$671.76		$671.76
#1474	Hamblin	$300.00	$300.00	
#1475	John Rohlf	$1,200.00		
#1476	Continuous Rain Gutter	$1,018.40		
#1477	Kessler Overhead Door	$420.00		
#1478	Bank of America	$671.76		$671.76
#1479	Hamblin	$300.00	$300.00	
#1480	John Rohlf	$500.00		
#1481	John Rohlf	$1,000.00		
#1482	Bank of America	$671.76		$671.76
#1483	Hamblin	$300.00	$300.00	
#1484	James E. Jones	$1,274.39		
#1485	Bank of America	$671.76		$671.76
#1486	Hamblin	$300.00	$300.00	
TOTALS		$30,427.62	$3,600.00	$8,061.12



MOTLEY CRUE- "GIRLS,GIRLS,GIRLS"-THE NEW ALBUM

THE LONG AWAITED FOURTH LP FROM MOTLEY CRUE IS HERE, WELL ALMOST. YOURS TRULY HAS OBTAINED AN ADVANCED COPY OF THEIR ALBUM AND FRIENDS, IT ROCKS! THE TITLE IS GIRLS,GIRLS,GIRLS AND IT PROVES THE CRUE IS BACK FROM THE POP METAL OF THEATER OF PAIN. THE TITLE SONG IS THE STORY OF THE SLEAZE PATROLS LOVE OF STRIP JOINTS AND THE WORLD COMPLETE WITH A HARLEY ROARING BY IN THE INTRO AND EX-DANCERS ROARING BY IN THE OUTRO AND CITIES OUT. SIXX A.M. HAS RETURNED TO THE HEAVY SONG WRITING HE DISPLAYED ON THEIR FIRST 2 ALBUMS. THE [illegible] IS THE BAND [illegible] THRU [illegible] WITH DRUGS, DEATH, SEX, ONCE A [illegible] NEVER COME BACK. SIXX TRY TO [illegible] THINK [illegible] SAYING. THE GROUPS [illegible] WHAT YOUNG GIRLS. [illegible] TITLED "NONA" [illegible] A SONG [illegible] ABOUT A MAN WHO LOVES HIS [illegible] TO [illegible] HER AWAY [illegible] FROM [illegible] KEEP ANY OTHER MAN FROM HAVING HER. LACED WITH [illegible] A RHYTHM GUITAR LACED WITH [illegible] SONG IS A INSTRUMENTAL WRITTEN BY SIXX FOR HIS [illegible] UNTITLED, EXCEPT [illegible] ANOTHER KIND USED RECENTLY. EXCEPT FOR THESE 2 SONGS THE REST OF THE RECORD CRANKS OUT MORE GOOD DRIVEN HARD EDGED ROCK—ROLL OVER BEETHOVEN, NEIL'S IN JAIL, RAT TRAP, REASON BEHIND 3 YEARS DEAD, A SONG ABOUT DOING TIME ACCORDING TO SIXX IF YOURE SENT TO JAIL/PRISON IT'S AS IF THAT TIME YOU SPEND IS TIME SPENT DEAD. BESIDES THE TITLE SONG IS THE CRUE HOLD TRUE TO THEIR SEX LACED IMAGE WITH ALL IN THE NAME OF ROCK AND SOMETHIN FOR NOTHING. BOTH BEING ABOUT SELLING YOURSELF FOR A LIVING. ALL IN THE NAME - IS A SONG SIXX WROTE AFTER A CONVERSATION WITH PORN STAR TRACY LORDS. LISTENING TO THE WORDS, YOULL SEE WHAT I MEAN. AND THE SAME GOES FOR "SOMETHIN FOR NOTHING" A SONG WRITTEN ABOUT MALE PROSTITUTION. WITH LINES LIKE "LEAVE THE MONEY WHERE IT'S EASY TO SEE" "EATING OUT IS NEVER FREE" "TARGET PRACTICE IN THE DARK" AND "I LOVE MY WORK" YOU GET THE IMPRESSION THE CRUE ARE SPEAKING FROM PERSONAL EXPERIENCE. THE LP ROUNDS OUT WITH A REMAKE OF ELVIS PRESLEY'S JAIL HOUSE ROCK AS ONLY MOTLEY CRUE COULD DO IT- LOUD AND LOUDER. IT'S A LOT OF FUN IN CONCERT AND THAT FEELING COMES ACROSS ON THE SONG. MOTLEY CRUE KICKS OFF THEIR "GIRLS,GIRLS,GIRLS" TOUR NEXT MONTH AND THE ALBUMS FIRST VIDEO SHOULD BE ON HEAVY ROTATION ON MTV BY THE TIME YOURE READING THIS. THE CRUES OPENING TOUR ACT WILL BE WHITESNAKE AND HAVE THE BEST HARD ROCK ALBUM OUT THIS YEAR. IT'S A CONCERT YOURE NOT GOING TO WANT TO MISS!! GET "GIRLS,GIRLS,GIRLS"-THE CRUE IS BACK!!!

SPECIAL REPORT

SLY STALLONE HAS JUST SIGNED ON TO FILM "ROCKY 6". STALLONE IN "ROCKY 4" FIGHT UP AGAINST A RUSSIAN BOXER AND OF COURSE WON IN THIS LATEST ADVENTURE STALLONE TRAVELS ON AN ALIEN FROM OUTER SPACE (AS OPPOS TO AN ALIEN FROM OUTER SPACE) AS REE'S REPORT IS TO KNOW, REE'S REPORT HAS OBTAINED EXCLUSIVE PHOTOS BE-LOW OF SLYS SHOTS TAKEN DURING THE FIGHT SCENE:

STUDENT PRELIMINARY SURVEY

CSIS ADAPTIVE COMPUTER STUDIES
CSIS 90-91-92-93-299

STUDENT NAME:_____

SOC SEC NUM:_____

COLLEGE MAJOR:_____
(if none or undecided leave blank)

SPECIAL INTEREST OR HOBBIES:_____

WHAT DO YOU THINK THIS CLASS WILL DO FOR YOU?_____

_____

_____

WHAT SPECIAL COMPUTER EQUIPMENT WILL YOU NEED FOR THIS CLASS?_____

_____

HAVE YOU USED A COMPUTER BEFORE?_____

DO YOU OWN A COMPUTER?_____
(if so, what kind?)_____

WHAT OTHER CLASSES ARE YOU CURRENTLY TAKING AT GROSSMONT COLLEGE?

_____
_____
_____
_____
_____

GENERAL COMMENTS:

PLEASE COMPLETE THIS FORM AND RETURN IT TO YOUR INSTRUCTOR. A FINAL COURSE EVALUATION SURVEY WILL BE DONE AT THE END OF THE SEMESTER.

ACL2/89

DATE:

INDIVIDUALIZED EDUCATIONAL PLAN: Implementation

STUDENT'S NAME: _____

SOC SEC NUM: _____

DATE OF BIRTH: _____

Recommended programs, courses, services, etc.	Semester goals	Short-term objectives	Materials & methods recommended

Evaluation criteria and date evaluated:

Adaptive equipment required:

Approval: _____ _____ _____

Student's Signature Instructor Aide

Weekly Student Performance Report **Date:**_____

STUDENT'S NAME: _____

Hardware:_____

Software:_____

Briefly describe student's activities for this week. (Or attach samples of students work)

_____

Aide's Signature

CSIS ADAPTED COMPUTER STUDIES

FINAL SEMESTER STUDENT EVALUATION

STUDENT'S NAME: _____

SOC SEC NUM: _____

DATE OF BIRTH: _____

SEMESTER GOALS: _____

_____

_____

OBJECTIVES: _____

_____

_____

HARDWARE: _____ SOFTWARE: _____

GOALS & OBJECTIVES MASTERED

Completely ☐	Partially ☐	Inadequately ☐
(Grade A or B)	(Grade C)	(Grade D or F)

COMMENTS: _____

_____

_____

_____

Date evaluated:

Approval: _____ _____

Student's Signature Instructor

ACL5/89

CSIS ADAPTED COMPUTER STUDIES
STUDENT PROGRAM CHANGE

STUDENT'S NAME: _____

SOC SEC NUM: _____

CURRENT SEMESTER PROGRAM: _____

_____

HARDWARE: _____ SOFTWARE: _____

DATE CURRENT PROGRAM STARTED: _____

NEW PROGRAM SELECTION:

Computer Basic Skills	☐	Computer Programming	☐
Computer Graphics	☐	Business Applications	☐
Study Skills	☐	Others: _____	☐

HARDWARE: _____ SOFTWARE: _____

SEMESTER GOALS:

_____

_____

_____

SHORT-TERM OBJECTIVES:

_____

_____

_____

INSTRUCTOR RECOMMENDATIONS: _____

_____

_____

_____

Date activated:

Approval: _____ _____

Student's Signature Instructor

ACL6/89

CSIS ADAPTIVE COMPUTER STUDIES

Adaptive Equipment Checkout

STUDENT NAME:_____ SOC SEC NUM:_____

Address:_____

_____

Telephone Number:_____

Type of Equipment:_____

Equipment Number:_____

Installed Adaptive Equipment:_____

_____

Dates Equipment To Be Borrowed: From:_____ To:_____

Return Date Extended To:_____

Equipment Checked Out By:_____ Date:_____
(Signature)

Equipment Accepted By:_____ Date:_____
(Signature)

ACL Coordinator's Approval:_____ Date:_____
(Signature)

Equipment Returned: Date:_____ Time:_____

Condition of Equipment:_____

_____

Person Returning Equipment:_____
(Signature)

Logged In By:_____ Date:_____
(Signature)

**The student assumes the responsibility of returning the equipment in the same working condition in which it was borrowed.

ACL2/89

CSIS ADAPTIVE COMPUTER STUDIES

Adaptive Software Checkout

STUDENT NAME:_____ SOC SEC NUM:_____

Address:_____

_____

Telephone Number:_____

Software Title:_____

Software Inventory Number:_____

Dates Software To Be Borrowed: From:_____ To:_____

Return Date Extended To:_____

Software Checked Out By:_____ Date:_____
(Signature)

*******NOTICE--It is illegal to make unauthorized copies of this software*******

Software Accepted By:_____ Date:_____
(Signature)

ACL Coordinator's Approval:_____ Date:_____
(Signature)

Software Returned: Date:_____ Time:_____

Person Returning Software:_____
(Signature)

Logged In By:_____ Date:_____
(Signature)

CSIS ADAPTIVE COMPUTER STUDIES

HARDWARE/SOFTWARE REQUEST FORM

Software Title/Name of Item:_____

SOFTWARE ☐ HARDWARE ☐

Item Description:_____
(If software, please note hardware specifications here.)

Intended Audience:_____
(Note primary disability group here.)

Grade Level:_____ Personal Review:_____ Cost:_____

Manufacturer:_____

Suggested Vendor:_____

Address:_____

_____

Telephone Number:_____

Contact Person:_____

Requirement Date:

IMMEDIATELY ☐ BY SEMESTER-END ☐ WHEN MONEY AVAILABLE ☐

Requested By:_____ Date:_____
(Signature)

This Box To Be Left Blank:

Comparable Equipment on Hand:	Yes ☐	No ☐
Existing Equipment Impacted: (Reply here if answered yes above.)	Yes ☐	No ☐
Meets Long-Term Goals Of Program: (Important for items over $3000)	Yes ☐	No ☐
Meets Short-Term Goals of Program:	Yes ☐	No ☐

Funding Source:_____

ACL Coordinator's Approval:_____ Date:_____
(Signature)

ACL7/89

CSIS ADAPTIVE COMPUTER STUDIES

INSTRUCTIONAL AIDE APPLICATION

STUDENT NAME:_____ SOC SEC NUM:_____

COLLEGE MAJOR:_____
(if none or undecided leave blank)

Please Check Postion You Are Applying For:

CLASSROOM & OPEN LAB ASSISTANT ☐
EVALUATION & TRAINING SPECIALIST ☐

Please Mark All Computers That You Have Worked On:

APPLE II-E	☐	**Novice**	☐	**Intermediate**	☐	**Expert**	☐
IBM	☐	**Novice**	☐	**Intermediate**	☐	**Expert**	☐
Macintosh	☐	**Novice**	☐	**Intermediate**	☐	**Expert**	☐

DO YOU OWN A COMPUTER?_____
(if so, what kind?)_____

Briefly list any experience you have had working with the disabled_____
_____
_____
_____
_____

List all adapted computer devices you have a working knowledge of:

_____ _____
_____ _____
_____ _____

WHAT CLASSES ARE YOU CURRENTLY TAKING AT GROSSMONT COLLEGE?

_____
_____
_____
_____
_____

What hours will you be available to work this semester?

ACL2/89

ADAPTED COMPUTER LAB ASSISTANT

Approximately 15-19 hours per week
Rate $7.50 per hour
18 weeks each semester

GENERAL CHARACTERISTICS:

Self-starter	Mature
Dependable	Patient
Sense of humor	Supervisorial skills

Good written & verbal communication skills
Good organizational skills

Knowledge & Experience Requirements:

- Working with disabilities
  - in particular Learning Disabled
  - Acquired Brain Trauma
- Familiar with different modalities of learning
- Knowledge of multi-media adaptive technology
- Word processing
- Ability to program in structured language
  - preferably Pascal or dBASE
- Hardware/software installation

DUTIES

- Work with DSS staff in software usage
- Presentations and tours
- Install all new hardware & software
- Develop simple procedure sheets on use
- Set-up classroom software
- Represent coordinator at public meetings
- Make recommendations hardware & software
- Do training workshops on adapted equipment
- Maintain existing hardware/software inventory
- Lab checkout hardware/software
- Trouble shooting hardware/software
- Memo writing
- Disabled student computer assessment & training

Submit resume to Jacki Couch,
Coordinator Adapted Computer Studies
Deadline May 4, 1990, Friday, 4:00 p.m.

ADAPTED COMPUTER LAB
CLASSROOM & OPEN LAB ASSISTANTS

Approximately 2-13 hours per week
Rate dependent upon experience
16 weeks each semester

GENERAL CHARACTERISTICS:

Dependable **Patient**
Sense of humor **Good communication skills**

Knowledge & Experience Requirements:

- **Ability to use the computer (at least at the novice level)**
  Apple/Macintosh/IBM
- **Ability to learn quickly**

DUTIES

- **Work with disabled students in using the computer**
- **Set up adaptive devices for classroom & lab use**
- **Special projects as assigned**
- **Attend four two-hour (Friday afternoon training workshops) per semester (enroll CSIS 299 1/2 unit)**

Submit resume to Jacki Couch,
Coordinator Adapted Computer Studies

Deadline **Open**

ADAPTED COMPUTER LAB
EVALUATION & TRAINING SPECIALIST

Approximately 6-8 hours per week
Rate $7.00 per hour
18 weeks each semester

GENERAL CHARACTERISTICS:

Self-starter	Mature
Dependable	Patient
Sense of humor	Good organizational skills
Good written & verbal communication skills	

Knowledge & Experience Requirements:

- Expertise in Adapted Equipment in one of the following areas:
  - vision (2 positions)
  - mobility (1 position)
  - ld & abi (2 positions)

DUTIES

- Adapted computer equipment evaluations
- Training (small group) adapted equipment
- Review prospective adapted equipment
- Proficiency in all lab adapted equipment in the lab for disability specialty area
- Memo and report writing
- Attend four two-hour (Friday afternoon training workshops) per semester (enroll CSIS 299 1/2 unit)

Submit resume to Jacki Couch,
Coordinator Adapted Computer Studies

Deadline Open

ERIC Clearinghouse for
Junior Colleges

AUG 3 1 1990